

Unit 6/Lesson 29

Lesson Title: Lewis and Clark: Important Members of the Expedition

Short Term Goals: Explore the lives of the members of the Lewis and Clark Expedition

SLE's:

G.1.3.3 Discuss the characteristics that define a region

H.6.3.8 Compare artifacts from events in various periods of history

H.6.3.2 Examine historical people and events of Arkansas

H.6.3.7 Analyze a *timeline* that illustrates selected historical events

H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)

H.6.3.17 Identify the factors leading to the purchase of Louisiana (ex. Conflict among Spain, France, the United States over the Mississippi River)

H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase (ex. Conflict between Native Americans and settlers due to westward expansion)

Common Core Standards:

CCRI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCRI.3.2 Determine the main idea of a text; recount the key details, and explain how they support the main idea.

CCRI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCRI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCRI.3.7 Conduct short research projects that build knowledge about a topic.

CCSL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

Materials:

Meriwether Lewis article
Sacagawea article
Paper
Learning Logs
CLLG MINILESSON Biography pp 94

William Clark article
Thomas Jefferson article
pictures of the four are attached to the lesson

Internet Resources:

<http://www.monticello.org/site/jefferson/preparing-expedition>

Biography: Meriwether Lewis's Role in the Corps of Discovery

The biography contains before, during, and after his adventures in the west.

<http://www.biography.com/people/meriwether-lewis-9381267>

Biography: William Clark's Role in the Corps of Discovery

The biography contains before, during, and after his adventures in the west.

<http://www.biography.com/people/william-clark-9542620>

Biography: Sacagawea's Role in the Corps of Discovery

This is the story of her involvement in the Corps of Discovery.

<http://www.biography.com/people/sacagawea-9468731>

Biography: Thomas Jefferson's Role in the Corps of Discovery

This is the story of Thomas Jefferson's role in the Corps of Discovery.

<http://www.biography.com/people/thomas-jefferson-9353715>

Direct Explanation/Model:

One to Two Sessions /whole group and partners

What: Explore the lives of the members of the Lewis and Clark Expedition

Why: Students should have experiences that provide for the study of people, their individual development, and identity as well as their interactions among individuals, groups, and institutions. They should be able to place these in the context of the institutions, values and beliefs of the periods in which they took place.

How: Students will actively learn about Meriwether Lewis, William Clark, Thomas Jefferson, and Sacagawea through exploring and analyzing primary resources from the Library of Congress such as images, documents, and maps.

Guided Practice:

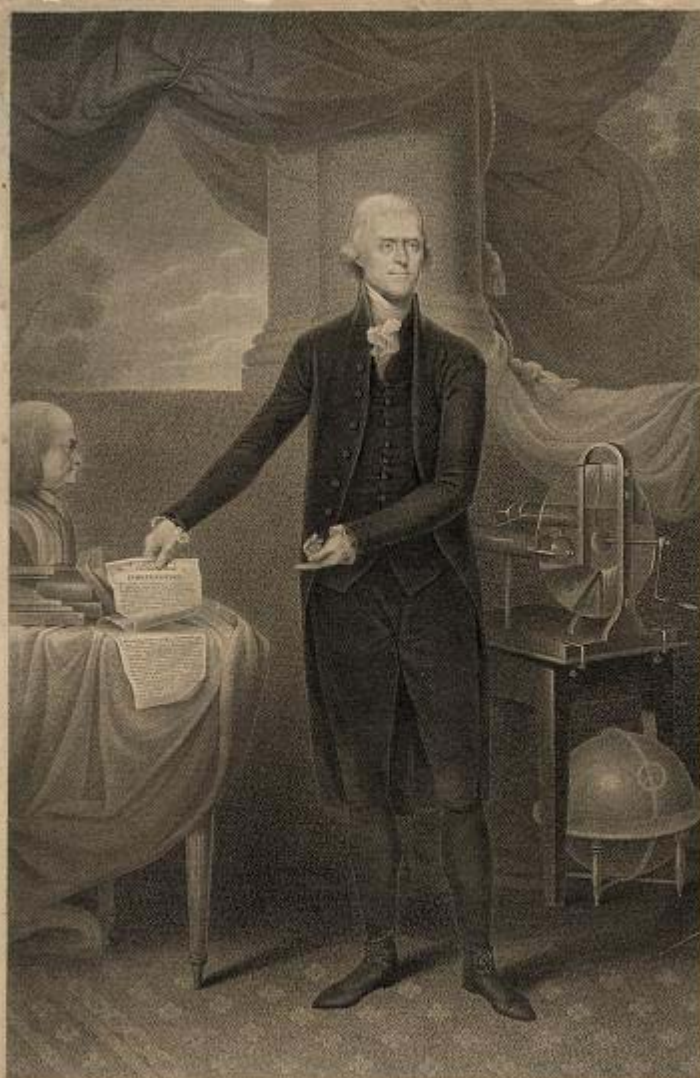
Start the lesson by having 4 pictures on the board, (of Thomas Jefferson, Meriwether Lewis, William Clark, and Sacagawea) Have the students help you identify them. Tell the class that we are going to learn about their lives and why they are important in our United States history.

Put the students into groups of 4 people. Every person will get an article about one of the four people whose pictures were put on the board. They will think about what the person did and the importance of it.

Each person will fill out a two column graphic organizer from CLLG pg. 94. Next, they will share in their groups about the person that they read about. Each person will know the important details about each of the other people and why they were important.

Apply:

The students will write in their social studies notebooks about the people involved in the exploration and why each was an essential part of the trip.



THOMAS JEFFERSON

President of the United States

engraved by J. Smith, 47 St. Michael Street, London

G. Barrie & Sons







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